

JOB DESCRIPTION

Job Title: Trust Strategic Lead for Vulnerable Pupils & Inclusive Practice

Reporting to: Senior Executive Principals

Grade: L15-19

Employee Values

The post holder will be expected to operate in line with our employee values which are:

- Ambition without limit
- We break down barriers
- We turn our best into normal
- Every interaction counts
- We are a family

Overall purpose of the post:

- To oversee and advocate for vulnerable children (SEND, Disadvantaged/Looked After Children) across the Trust.
- You will be responsible for ensuring vulnerable children have their needs met through an entitlement to high quality education including where those children are educated through alternative provision placements.
- You will work closely with the Trust Safeguarding leads and the School Improvement Team to facilitate access to the best provision to ensure vulnerable children are successful.

Main duties and responsibilities:

Working with the support and guidance of the Senior Executive Principals and within the vision and values of the Trust in order:

- To lead the provision for the vulnerable children to ensure support for vulnerable learners meets identified needs for children and families.
- To be the Trust's point of reference for vulnerable children legislation (SEND, LAC, Disadvantaged) and best practice.
- To ensure schools and the local authority comply with their statutory duties in education linked to child protection, looked after children (LAC), elective home education (EHE), English as an additional language (EAL) and other vulnerable groups.

- To identify through analysis of data and through dialogue with school leaders vulnerable children who are at risk of becoming disengaged in education and develop Trust wide interventions to support them from becoming not in education, employment or training (NEET).
- Work with leaders and SENDCo's to define the strategy based on a real understanding of students needs and the challenges schools are facing.
- Create a comprehensive CPD package for these leaders.
- Build on Hub working models to create centres of excellence.
- Establish consistency in high expectations and provision for children with SEND in all schools within the Trust.
- Work with school improvement leaders to create an ambitious curriculum that is inclusive and meets the needs of SEND children.
- Work with the School Improvement Team to ensure teachers have a deep understanding of quality first teaching and how this links to the principles of cognitive science. This understanding enables them to adapt their teaching in the moment, to meet the needs of the SEND students in their classes.
- Review the use of external services and practitioners (Ed Psychs, support agencies, alternative provision, charities) to ensure they are value for money and meet the needs of vulnerable children in the Trust.
- To ensure schools and the local authorities comply with their statutory duties for SEND/LAC/Disadvantaged children.
- To build professional relationships with Local Authorities, Children's Services, and other external agencies and to use these relationships to promote children's educational rights leading to positive outcomes for children in the Trust.
- To ensure systems are in place to allow and support children to share their views and wishes and ensure these are heard and incorporated into plans, interventions to support them to be safe and successful.
- To have a sound understanding of the legislation relating to education in particular around SEND, exclusions, safeguarding, disadvantaged, EHE and LAC.
- Exercise advanced decision making in relation to vulnerable children and be able to offer advice on a range of issues from a local and national perspective.
- To lead and contribute to the development of the provision for vulnerable children through regular review of performance and standards.
- Develop and maintain a monitoring and evaluation cycle, within and across schools, providing reports to Trustees including highlighting areas of vulnerability.
- To ensure that funding received for vulnerable children is spent appropriately, impact can be demonstrated and can withstand external scrutiny.
- To monitor and evaluate Trust exclusion and sanction data for vulnerable learners to ensure they are in line with or below national benchmarks.

- To develop a Trust approach to vulnerable children needs, ensuring that all children regardless of their geographical local authority area receive a quality, equitable provision.

Additional Responsibilities

- Carry out other tasks, commensurate with the seniority of the post, which will be allocated over the duration of the contract of employment.
- Participate fully in the Trust's briefing and INSET system and team, professional and personal development activities and promote a commitment to continuous development and improvement.
- Participate fully in the Trust's performance management process and work to achieve agreed set objectives.
- Undertake mandatory training on child safeguarding and data security, ensuring that you understand how to identify and report safeguarding concerns.

POLICIES AND EXPECTED STANDARDS

The post holder is required to familiarise themselves with all Trust policies and procedures and to comply with these at all times (the post holder will be expected to influence and develop the Trust policies as directed by the Chief Executive). The Code of Conduct for Employees in particular sets out what you as a post holder are required to follow at all times and you should study this carefully. Failure to comply with any of the Trust's policies may result in disciplinary action up to and including dismissal.

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS and safeguarding training, as required under the latest version of Keeping Children Safe in Education. Staff have a duty to recognise and report any concerns they have about the safety or welfare of a child to the relevant and qualified individual within the organisation. The post holder will also be required to undertake Safer Recruitment Training.

All staff must have an understanding of their responsibilities in relation to being accountable for knowing who is in and has access to their area of work and the security of information. Staff must recognise the need to challenge appropriately and understand their duty of care relevant to their position within the organisation. Staff must be familiar with and understand the correct reporting process where there has been a potential breach.

Special Features

- The post will require travel between academies;

- The academies allocated to the postholder may vary under the direction of the Chief Executive.

Personal Contacts

External: Contractors, suppliers, parents, external agency professionals, government and local authority staff, other staff from academies and schools.

Internal: Students, staff, Board and Academy Council members, parents and any other visitors to the Academy.

PERSON SPECIFICATION

Job Title: Trust Strategic Lead - Vulnerable Pupils & Inclusive Practice

Qualifications	Essential	Desirable
Degree	✓	
Qualified Teacher Status (QTS)	✓	
SENDCo qualification	✓	
High degree of professional knowledge regarding children with SEND and the SEND system, with a high level, demonstrable understanding of the SEND code of practice and legislation relating to SEND, Education and Children and families e.g. 1989 Children Act etc.	✓	
Experience		
Extensive experience in an educational setting, working with SEND	✓	
A comprehensive understanding both of national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements	✓	
Skills		
Demonstrable ability to understand and analyse complex information. Specifically, the ability to interpret, understand,	✓	

analyse, and respond to complex information to inform well-rounded decision making.		
Experience of working at national / regional / partnership system level	✓	
Experience of preparing / presenting complex reports & information at a senior level	✓	
Ability to analyse and resolve complex issues, including conflict resolution	✓	
Awareness of local and national organisations that can provide support with best practices	✓	
Ability to build effective working relationships with staff and other stakeholders	✓	
Evidence of leading a team at middle or senior leadership level	✓	
An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	✓	
Other		
Effective communication and interpersonal skills	✓	
A commitment to getting the best outcomes for all students and promoting the ethos and values of the Trust	✓	
Delivering staff training and promoting professional development of other staff	✓	
Translates the Trust strategy to employees at all levels to enable them to understand and engage.	✓	
Values		
<p>Ability to demonstrate, understand and apply our employee values. These are embedded in all roles and applicants must evidence these values as part of the application process:</p> <ul style="list-style-type: none"> ● Ambition without limit ● We break down barriers ● We turn our best into normal ● Every interaction counts ● We are a family 	✓	